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**A Rigorous, Interim Montana Assessment (Test) for Content Knowledge:  
Elementary Education -- New-to-the-Profession  
Effective July 1, 2006**

The “test” for content knowledge required by the No Child Left Behind Act for new-to-the profession elementary education majors recommended for licensure by Montana teacher preparation accredited institutions shall consist of the following elements:

1. Content coursework GPA.
  - Each institution shall identify at least 30 credits of content coursework (i.e., *coursework that provides the content knowledge base for students to teach reading, writing, mathematics, science, social studies and other courses normally taught in the elementary school*).
  - A grade point average (GPA) of that coursework will be calculated for each prospective new-to-the-profession elementary teacher on a 0 to 4 point scale after completion of the coursework and prior to program completion.
  - The possible range for awarding points in this component is 0-4 and will be calculated as follows:

<i>GPA</i>	<i>Points</i>
3.00 – 4.00	4
2.50 - 2.99	3
2.00 - 2.49	1 <sup>1</sup>
below 2.00	0

2. Assessment of content knowledge demonstrated during student teaching by a highly qualified teacher and a university supervisor.
  - Each student teacher prior to recommendation for licensure shall be evaluated by a highly qualified teacher and a university supervisor during his/her student teaching on a scale of 0 to 3 based on the demonstration of content knowledge during the student teaching experience. The assessment shall be a summative assessment of knowledge of the content of subjects normally taught in the elementary school and be based on the professional judgment of the highly qualified teacher and university supervisor.

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<sup>1</sup> For students who achieve a passing composite score, but receive a score of 1 on GPA, a further individualized review of the student's content knowledge and teaching skill will be conducted to ensure that the student merits recommendation for licensure.

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- Each institution shall use the following descriptors in making these judgments and assigned points calculated as follows:

<i>Descriptor</i>	<i>Points</i>
Knowledge is Advanced	3
Knowledge is Proficient	2
Knowledge is Basic	1 <sup>2</sup>
Knowledge is Unacceptable	0

**3. Scores on PRAXIS II Elementary Content Knowledge Test.**

- Prior to program completion, each prospective new-to-the-profession elementary teacher shall complete the PRAXIS II Elementary Content Knowledge Test and have that score reported to the institution that will be recommending him/her for licensure.
- Based on national data, the institution shall determine the student score as follows:

<i>Score Range</i>	<i>Points</i>
164-200	6
154-163	5
139-153	3
125-138-	1 <sup>3</sup>
100-124	0

**Content Knowledge Score**

Each institution shall use the above components to develop a Content Knowledge Score that shall be used to demonstrate that a prospective elementary new-to-the-profession teacher has met the content knowledge requirement of the Highly Qualified Teacher provisions of the No Child Left Behind Act. The composite Content Knowledge Score (CKS) shall be calculated as follows:

*CKS = Content GPA points + Student Teaching Assessment points + PRAXIS points*

The possible range for the CKS score is 0-13. Students scoring lower than CKS = 8 or who score zero on any of the three multiple measures shall not be recommended for licensure.

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<sup>2</sup> For students who achieve a passing composite score, but receive a score of 1 on demonstrated knowledge of content during student teaching, a further individualized review of the student's content knowledge and teaching skill will be conducted to ensure that the student merits recommendation for licensure.

<sup>3</sup> For students who achieve a passing composite score, but receive a score on the PRAXIS II of 1, a further individualized review of the student's content knowledge and teaching skill will be conducted to ensure that the student merits recommendation for licensure.

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Review Process

A score of 1 on any of the three multiple measures will trigger further individualized review of the student's content knowledge and teaching skill by teacher preparation programs before recommending candidates for licensure.